DOCUMENT RESUME

ED 131 718 FL 008 203

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TITLE An Evaluation of the 1975-76 Chinese-Canadian Bi-Cultural Program.
INSTITUTION Toronto Board of Education (Ontario). Research Dept.
PUB DATE Jun 76
NOTE 47p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Biculturalism; *Bilingual Education; Bilingualism; *Chinese; Chinese Culture; Cultural Background; Cultural Education; *English; Language Instruction; *Program Evaluation; Questionnaires
IDENTIFIERS Canada; Ontario (Toronto)

ABSTRACT

A Chinese-Canadian bi-cultural program was carried out in two Toronto public schools which had high percentages of students with a Chinese background. The program was designed to: (1) provide the children of the Chinese parents with educationally sound opportunities to learn the culture and language of their adopted country; (2) preserve the culture and language of their Chinese national origin; (3) eliminate the necessity for Chinese parents to enroll their children in a Chinese school after regular school hours; and (4) prevent or minimize the communication gap between the Chinese parents and children. This report presents a brief description of the program and the results of questionnaires completed by 130 students, 160 parents, and 20 teachers involved in the program. Most students, parents, and teachers agreed that the program was successful in making students more aware of Chinese culture, but some teachers felt that the program was less successful in relating Canadian and Chinese culture. Parents (especially Chinese-responding) were most favourable to program continuation and indicated a desire for more instruction in Chinese writing, reading, and conversation. Among the teaching staff there was generally a very wide range of opinion about the program, and some differences appeared to exist between the two schools. (Author/CLK)

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THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

ISSN 0316-8786

AN EVALUATION OF THE 1975-76 CHINESE-CANADIAN BI-CULTURAL PROGRAM

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#137

June, 1976

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FOREWORD

The need for a Chinese-Canadian program at Orde and Ogden Public Schools was raised in 1971 when some of the Chinese parents in the area expressed concern over the growing lack of communication between their children and themselves. Between then and 1973, the Chinese parents, in collaboration with the two schools, made representations in several ways to the Board until the program was finally approved on August 2, 1973. However, the Board stipulated that:

> *"...the program be established on a one-year experimental basis and be reviewed and evaluated at the end of that time."*
> *(Board Minutes, August 2, 1973, page 571)*

This evaluation report is a response to that stipulation.

We would like to acknowledge the kind assistance of Mr. Mel LaFountaine and Ms. Miriam DiGiusseppe from the Board, and the co-operation of Mr. W. J. Maffey and Mr. J. B. DeGroot, Principals of Orde Public School and Ogden Public School respectively, as well as the co-operation of the teachers and students from the two schools. We are also grateful to the students' parents and the teachers in the Bi-cultural Program for their assistance in making this evaluation possible.

Objectives

Among the program's six objectives as approved by the Board are:

(1) To provide the children of the Chinese parents with educationally sound opportunities to learn the culture and the language of their adopted country and, simultaneously;

(2) to provide these young children with educationally sound opportunities to preserve the culture and the language of their Chinese national origin;

(3) to eliminate the necessity for the Chinese parents to enroll their children in a Chinese school after the regular school hours in the cause of:
   (a) preserving the culture and the language of their national origins which the parents feel is important to the growth and development of their young; and,
   (b) preventing, or at the very least, minimizing the communication gap between the Chinese parents and their children in the absence of attempts to preserve the culture and language of their Chinese national origin.

(Minutes of Special Committee re Educating New Canadians, July 23, 1973)

Conditions

In accepting the proposal from the Chinese parents and the two schools, the Board, in addition to the stipulation of "review and evaluation," laid down 14 other conditions (Board Minutes, August 2, 1973, pp. 569-571). Six of these conditions are quoted to help establish the framework in which the program is set. These conditions are:

(1) That the program be established without unnecessary or detrimental displacement of teachers in the school or in the system.

(2) That the importation of the Chinese culture and language into the classroom environment be effected:
   (i) through the direct involvement of volunteers from the Chinese parents of Ogden Public Schools as teacher-aids in the classes, and,
   (ii) through the material cultural learning resources which the Chinese parents or Ogden Public School contribute to the class environments, and,

(iii) through the contact of the local Chinese parents with other Chinese enrichment resource people such as Chinese actors, medical men, lawyers, artists, authors, etc.

(3) That the program operate in accordance with sound developmental principles of education appropriate to the age level and developmental stages of the students involved.

(4) That the non-Chinese ("Canadian") components of the Bi-cultural/Bilingual class environment (i.e. standard resource material, books, charts, etc.) remain at the discretion of the teacher of direct responsibility and the principal of the school.

(5) That while it is to be expected that the withdrawal classes will function predominantly as Chinese cultural/language experience classes, especially during their initial stages, and while the school as a whole will function as a fairly consistent "Canadian" immersion environment for the withdrawal students, it is expected to maintain a reasonable "Canadian" environment component in both the activity and the material of the withdrawal classes.

(6) That although it is expected that student participants in the program will be predominantly the children of the school's Chinese parents, it will be open to all children in the school.

Program Overview

Toward the end of the first year of the program (1974-75), an evaluation was undertaken by a member of the Chinese community with the help of Federal funds and some technical assistance from the Board's Research Department. During this first year, however, there were a few difficulties with respect to volunteers and organization of the program. These difficulties prohibited a more systematic evaluation at that time.

Early this year (1976), however, members of the Research Department attended several meetings with persons actively concerned with the program. Two of these meetings were preliminary meetings used

to clarify perspectives and pinpoint areas which could be usefully evaluated.

Essentially, the program is run by the Chinese Parents' Association of the two public schools, Orde and Ogden. The program includes two co-ordinators, one community worker, and three program teachers. Generally, students involved are withdrawn daily for a period of half an hour. Topics taught in this year's program were prepared by the Program's Technical Committee and submitted to the Board and the Ministry of Education for approval. Some consultation with the regular staff of the two schools also occurred with respect to curriculum development. For 1975-76, 5 of the 8 scheduled topics were taught to the children in the program. Over 90 per cent of the students in each school are of Chinese origin. Of the students at Ogden and Orde, 64 and 64.3 per cent respectively are enrolled in the program. A few non-Chinese students in both schools also enrolled in the program.

METHOD

Three sets of draft questionnaires (student, teacher, and parent) were prepared by the Research Department for review by those directly concerned with implementing and organizing the program. Their comments and suggestions were incorporated into the final versions of the questionnaires.

These questionnaires allowed for both multiple-choice and open-ended responses. Copies of the questionnaires are included in Appendix A.

The student questionnaire was constructed to enable grades 5 and 6 students to answer individually in their regular classrooms; however, the arrangements for grades 4 and 3 students were different. In each school, a random sample of grade 4 students (10 from Orde, 11 from Ogden) was withdrawn from their regular classroom. These students completed the questionnaire with some assistance from a researcher.

A group interview was conducted with a random sample of 10 grade 3 students from each school to assess their general impressions about the program. No students from the lower grades or special classes were involved in the evaluation. Thus, 37.5 per cent and 30.6 per cent of those taking the program at Orde and Ogden respectively actually participated in the evaluation. The Research Department collected data in the two schools during the first week of May, 1976.

All teachers from grades 1 to 6 whose classes were involved in the program were given the teacher questionnaire. The two current principals, a former principal, and the Chinese program teachers also completed questionnaires. This amounted to a total of 20 teachers. The principal of each school also arranged for the parent questionnaires to be distributed to all parents whose children were involved in the program. Each parent received an English and a Chinese form of the same questionnaire. The sealed parent questionnaires were returned to the schools by the students. Over 85 per cent of the parents who received questionnaires responded.

RESULTS

Approximately 300 students of grades 1 to 6 at Orde Street School and Ogden School experienced the Chinese Bi-cultural program.

As mentioned in the previous section, three questionnaires and interviews with grade 3 students were used as evaluation instruments. Detailed results of these questionnaires will be reported in this section in the following order: student questionnaire, grade 3 interviews, teacher questionnaire, and parent questionnaire.

In general, most people expressed positive feelings about the Chinese program and felt that the program should continue. The parents had the most favourable opinions, the students generally thought it was all right, but a number of teachers offered quite critical comments. A more comprehensive summary is presented following the results of each questionnaire.

I - Student Questionnaire

Questionnaires from 118 students of grades 4, 5, and 6 were analyzed. In this section the results are presented separately for each school, with a detailed breakdown by grade and school provided in Appendix B.

Most of the students' responses clustered around middle ground but a few trends did emerge in some of the questions.

Specifically, the results were as follows:

Question 1: How much do you think other students in your Chinese class like it?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Quite a lot	7	14	14	20	21	18
A lot	4	8	15	22	19	16
A little	33	67	40	58	73	62
Not at all	5	10	-	-	5	4
TOTAL	49		69		118	

Question 2: How much do you like your Chinese class?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Quite a lot	4	8	18	26	22	19
A lot	18	37	13	19	31	26
A little	21	43	35	51	56	47
Not at all	6	12	2	3	8	7
No comment	-	-	1	1	1	1
TOTAL	49		69		118	

The first two questions indicate general acceptance of the Chinese class. Overall, about one fifth of the students reported liking the Chinese class "quite a lot" while half claimed to like it "a little."

Question 3: A number of different things are taught in your Chinese class. How interesting are these things to you?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Very interesting	10	20	9	13	19	16
Interesting	16	33	32	46	48	41
A little interesting	20	41	25	36	45	38
Not interesting	3	6	3	4	6	5
TOTAL	49		69		118	

Question 4: How easy is it for you to understand the things taught in your Chinese class?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Very easy	9	18	14	20	23	19
Easy	18	37	33	48	51	43
A little easy	16	33	19	28	35	30
Not easy	6	12	3	4	9	8
TOTAL	49		69		118	

Although the response was not overwhelming, students generally found the topics interesting. There was little difference in expressed interest between the two schools. With few exceptions, students reported that they found it at least "a little easy" to understand.

Question 5: After the Chinese class is over, do other students from your Chinese class talk about the Chinese things they learn?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Very often	-	-	-	-	-	-
Often	3	6	2	3	5	4
Sometimes	32	65	50	72	82	69
Never	14	29	17	25	31	26

Question 6: Do you talk outside of class about the things you learn in your Chinese class?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Very often	1	2	3	4	4	3
Often	4	8	3	4	7	6
Sometimes	26	53	38	55	64	54
Never	18	37	25	36	43	36

The results from questions 5 and 6 indicate little carry-over outside of class from the Chinese class. Few claim to talk very often about the things they learn while approximately 40 per cent claim never to do so.

Question 7: How much did you like each of the following lessons in your Chinese class?

The five topics presented fell into the following order with the most liked first: Chinese Recreation, Chinese Festivals, Chinese Handicraft, Chinese Painting, and Chinese Costumes.

Question 8: How much do you like to hear the Chinese language when it is spoken in the Chinese class?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Quite a lot	4	8	2	3	6	5
A lot	13	27	14	20	27	23
A little	23	45	40	59	63	53
Not at all	9	18	12	17	21	18
No comment	-	-	1	1	1	1

Question 9: Do you understand the Chinese language when it is spoken in the Chinese class?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Very often	13	27	20	29	33	28
Often	11	22	21	30	32	27
Sometimes	20	41	20	29	40	34
Never	5	10	7	10	12	10
No Comment	-	-	1	1	1	1

While most of the students could understand the Chinese language when it was used in class, relatively few liked to hear it spoken a lot. Over half of the students reported they liked "sometimes" to hear Chinese spoken and about one-fifth reported "not at all."

Question 10: If there is a Chinese class next year, do you think the other students in your Chinese class would want to join it?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Most would	9	18	26	38	35	30
Some would	20	41	25	36	45	38
A few would	13	27	14	20	27	23
None	7	14	4	6	11	9

Question 11: If there is a Chinese class next year, how much would you want to join it?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Quite a lot	6	12	17	25	23	19
A lot	12	24	20	29	32	27
A little	21	43	24	35	45	38
Not at all	10	20	8	12	18	15

Students attributed somewhat greater interest in joining the Chinese class to their classmates than they expressed themselves. Almost 70 per cent expected some or most of their classmates to join a Chinese class next year, yet only 45 per cent reported wanting to join "a lot" or "quite a lot." Fifteen (15) per cent expressed no interest whatsoever.

Question 12: What are some of the things you like best about Chinese class?

In order of frequency mentioned, the favourite things were stories, painting, paper folding, plays, games, handicrafts, and Chinese writing. The students at Orde seemed to be quite enthusiastic about the Chinese stories and the grade 5 and 6 students at both schools liked the paper folding.

Question 13: What do you think could be done to make the Chinese class better?

Differences among the grades became apparent in the answers to this question. Many of the grade 5's and 6's suggested more Chinese writing, whereas none of the grade 4's did. Some grade 6 students also suggested that the class be made more enjoyable and less boring. Chinese speaking plays were also proposed by the older students, and all students suggested doing "fun things" more often.

Summary of Group Interviews with Grade 3 Students

Most of the students were willing to talk about the program during the 20-minute interview period. Generally, their responses were positive; however, some felt that the time allotted for the "Chinese class" was too short. Further discussion revealed that this attitude was confined to "story-telling or games" sessions.

A few complained that their attendance in the Chinese program sometimes "caused" them to "fall behind" in their "other work." We were not able to establish whether the students who expressed this feeling would have been behind even without attending the program.

Most of the grade 3 students appeared to enjoy "doing things in the Chinese class." There were no striking differences between the responses from the two schools, nor between the responses of the grade 3 students and their older counterparts.

II - Teacher Questionnaire

The principals, vice-principals and all staff involved in the program were asked to complete a questionnaire on the effects of the Chinese program. A total of 20 questionnaires were completed (10 from Ogden, 10 from Orde). The sample consisted of the two principals, one former principal, three Chinese program teachers, one support staff, and thirteen teachers of grades 1 to 6, including one special program teacher.

Generally, there was a wide range of opinion among the teaching staff. The Chinese program teachers were very positive, but the regular class teachers and principals were very divided in their opinions and attitudes. The response from staff at Ogden seemed generally more positive than the response from Orde. Many teachers at both schools also offered critical written comments and suggestions for improvement.

The results of the specific questions of the teachers' questionnaire will be presented first, followed by a summary of the comments.

Question 1: How much do you think the Chinese culture class has helped students in the class be aware of Chinese culture?

Response	Ogden #	Orde #	Total No.	Total %
Quite a lot	4	2	6	30
A lot	4	1	5	25
A little	2	6	8	40
Very little	-	1	1	5
Not at all	-	-	-	-
TOTAL	10	10	20	

Results at Ogden were quite positive but at Orde the opinions of the teachers were much more varied.

Question 2: How much do you think the Chinese culture class has helped students in that class to understand differences and/or similarities between Chinese and Canadian culture?

Response	Ogden #	Orde #	Total No.	Total %
Quite a lot	2	1	3	15
A lot	3	1	4	20
A little	4	4	8	40
Very little	1	4	5	25
Not at all	-	-	-	-
TOTAL	10	10	20	

The results to this question suggest that teachers, especially at Orde Street School, were not quite as favourable in their attitudes towards the program as a "comparative bi-cultural" program. In fact, one-quarter of the teachers answered "very little."

Question 3: Some of the topics in the Chinese class are listed below. How much did they help the students to become aware of Chinese culture?

The teachers were quite consistent in their feelings about the topics presented in the Chinese class and how much they helped students become aware of Chinese culture. The topics checked as most favourable were Chinese Festivals and Chinese Costumes, followed in order by Chinese Recreation, Chinese Painting and Chinese Handicraft. The students, however, indicated that they did not particularly like the topic of Chinese Costumes. In order, their preferences were Recreation, Festivals, Handicrafts, Painting, and Costumes.

Question 4: In your opinion, how appropriate were the methods of instruction used in the Chinese culture class?

Response	Ogden #	Orde #	Total No.	Total %
Very appropriate	2	2	4	20
Appropriate	6	2	8	40
A little appropriate	2	3	5	25
Inappropriate	-	2	2	10
Can't say	-	1	1	5

The methods of instruction were seen by the teachers at Ogden as appropriate, whereas at Orde there was more varied opinion. In general, however, the methods of instruction seemed to be adequate as judged by the teachers.

Question 5: In your opinion how appropriate was the content used in the Chinese culture class?

Response	Ogden #	Orde #	Total No.	Total %
Very appropriate	4	2	6	30
Appropriate	4	5	9	45
A little appropriate	1	2	3	15
Inappropriate	1	-	1	5
Can't say	-	1	1	5

With few exceptions, the content was thought to be appropriate. However, some teachers made comments and suggestions relevant to course content and these will be discussed in the Comments section.

Question 6: In your opinion, how satisfactory was class control in the Chinese culture class:

Response	Ogden #	Orde #	Total No.	Total %
Very satisfactory	-	1	1	6
Satisfactory	4	5	9	50
A little satisfactory	2	3	5	28
Unsatisfactory	1	1	2	11
Can't say	1	-	1	6

Question 7: Have those students who do not participate in the Chinese culture class been affected in any way by the program?

Response	Ogden #	Orde #	Total No.	Total %
Definitely affected	2	2	4	20
Probably affected	2	2	4	20
Undecided	1	-	1	5
Probably not	5	3	8	40
Definitely not affected	-	2	2	10
No comment	-	1	1	5

The comments that the teachers made indicated that many different interpretations of this question were taken. Probably more important than the numbers are the actual comments associated with this question. Many of the teachers remarked that during the Chinese culture class non-participants would just carry on with other work. Some teachers mentioned that this time allowed for more individual attention for the non-participants, especially for New Canadians. Other comments varied from one extreme to the other. Some teachers felt that there was no positive carry-over to the non-participants and others mentioned that the non-participants became more understanding and sympathetic to the Chinese culture. One respondant mentioned that non-participants were seen by the children as "failures" and were discriminated against. These comments will be discussed further later on.

Question 8: Do you believe the Chinese cultural program should be continued next year?

Response	Ogden	Orde	Total	
			No.	%
Definitely	7	2	9	45
Probably	2	2	4	20
Undecided	1	4	5	25
Probably not	-	2	2	10
Definitely not	-	-	-	-

Most teachers at Ogden were quite definitely in favour of program continuation. Teachers at Orde were divided with 2 definite, 2 probably not, and 4 undecided. Many teachers qualified their decision by suggesting changes and improvements.

Question 9: If the Chinese cultural program is continued next year, what improvements would you suggest?

The suggestions fell basically under three categories -- Content, Methodology and Structure, and will be presented in order of importance as indicated by the teachers. The numbers in brackets indicate the number of times that suggestion was mentioned.

Content:
- more field trips and use of community resources; 3)
- more emphasis on "day-to-day" life in China as it is now; (2)
- more Canadian content and use of English folktales, etc.; (2)
- more instruction on practical Chinese language use (written and spoken); (2)
- more fun and experience instead of facts; (2)
- a more multi-cultural approach. (1)

Methodology:
- better teaching methods, especially for the primary children; (5)
- more active student participation instead of lecturing; (3)
- less detailed approach; (2)
- more discipline; (2)
- use of testing and reports to parents to motivate students and provide a sense of mastery or goals. (2)

Structure:
- more financial support from the Board; (1)
- have a Chinese co-ordinator to train the classroom teachers to integrate this program into the regular program; (1)
- greater communication between regular staff and Chinese program staff; (1)
- more parent liaison; invite parents to class; (1)
- classes should be optional at noon or 3:15; (1)
- longer periods, less frequently. (1)

General Comments by Teaching Staff

The comments made by the teaching staff were extremely varied, reflecting the varying perspectives staff had toward the program. The Chinese program teachers, for example, seemed to have a much different view of the program than most regular teachers.

One of the great concerns of many teachers was that the program was not truly bi-cultural. Some teachers commented that the program concentrated on Chinese culture and that the information was rarely related to Canadian culture. Many teachers suggested that this type of bi-cultural program would be better handled by the regular classroom teacher who could integrate the Chinese program material directly into their lessons in Social Studies, Mathematics, etc.

Another frequently mentioned comment was that the Chinese program gave the children an unrealistic picture of Chinese life. One teacher compared it to teaching people that Canadians live in tents made of animal skins and that they hunt, fish and trade furs.

In spite of criticism about the content, many commented that the program was successful in making the children aware of their culture. One teacher wrote that because of the program, the students were more willing to talk about their homelife.

Another area of concern was the appropriateness of the teaching methods for primary children. Some teachers felt that younger children could not understand many of the concepts presented and could not be expected to pay attention for a 20 minute period. No interviews were conducted with students in grade 1 or 2; however, the grade 3 students suggested longer sessions for stories and games.

Some teachers commented that the reason discipline problems occurred was because the children were not sufficiently interested in the material. However, one teacher stated that the discipline in the class was directly related to the regular classroom teacher's attitude to the program and to the teacher of the program. This comment emphasizes for us the importance to the program of the regular classroom teachers.

Many of these teachers mentioned that the Chinese program had improved considerably since the previous year, both in terms of teaching methods and materials and relations between regular staff and Chinese program staff.

III - Parent Questionnaire

The parents of all students in the program were sent questionnaires which they could complete in either Chinese or English. Brothers and sisters in the program took home only one questionnaire. Slightly over 200 questionnaires were distributed and 167 were returned: 113 from Orde Street, and 54 from Ogden. The response rate from Orde was almost 90 per cent, whereas from Ogden the response rate was 67 per cent. IN total, approximately 85 per cent of the parents completed questionnaires.

The majority of parents completed the questionnaire in Chinese. The breakdown for each school was as follows:

	Ogden	Orde	Total
English-responding	12	47	59
Chinese-responding	42	66	108
TOTAL	54	113	167

In general, parents were extremely positive towards the program. Moreover, the Chinese-responding parents were always slightly more positive than English-responding parents. Many parents, especially the Chinese-responding, expressed a desire for more language training. They would like greater stress in the class on Chinese writing, reading, and speaking.

The answers to the specific questions were as follows:

Question 1: How many of your children attend the Chinese class:

1 child 40%
2 children 36%
3 children 11%
4 children 4%
no answer 9%

Question 2: Has the Chinese cultural program helped your child (children) to be aware of Chinese culture?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Quite a lot	23	43	29	26	52	31
A lot	15	28	36	32	51	30
A little	11	20	37	33	48	28
Not at all	2	4	2	2	4	2
Can't say	3	6	8	7	11	6
No comment	-	-	1	1	1	-
TOTAL	54		113		167	

Question 3: Has the Chinese cultural program helped your child (children) to understand the differences and/or similarities between Chinese and Canadian culture?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Quite a lot	20	37	22	19	42	25
A lot	13	24	36	32	49	29
A little	11	20	41	36	52	31
Not at all	2	4	5	4	7	4
Can't say	8	15	7	6	15	8
No comment	-	-	2	2	2	1

Most parents seemed to be quite favourable towards the program as both an "awareness" program and a "comparative" program. These results differ from the teachers who reported greater success on the awareness aspect of the program.

Question 4: Some of the topics in the Chinese class are listed below. How much did they help your child to become aware of Chinese culture?

In order, with the most favourable first, the topics were: Chinese Painting, Chinese Festivals, Recreation, Handicrafts, and Costumes. Below is the ranking of the topics for each of the three groups.

Parents	Teachers	Students
Painting	Festivals	Recreation
Festivals	Costumes	Festivals
Recreation	Recreation	Handicrafts
Handicrafts	Painting	Painting
Costumes	Handicrafts	Costumes

Chinese Festivals and Chinese Recreation seemed to be the most consistently favoured topics. The other topics varied, depending on the group responding.

Question 5: How satisfied are you about the Chinese cultural program in your child's (children's) school:

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Very satisfied	19	35	25	22	44	26
Satisfied	19	35	56	50	75	44
A little satisfied	5	9	17	15	22	13
Unsatisfied	4	7	7	6	11	6
Can't say	7	13	4	4	11	6
No comment	-	-	8	7	8	4

Overall, one-quarter of the parents reported that they were very satisfied with the program. A somewhat higher proportion of parents were very satisfied at Ogden as compared to Orde (35% vs. 22%). Very few, only 6 per cent, were unsatisfied.

Question 6: What are some of the things you like about the Chinese cultural program?

About 50 per cent of the parents responded to this question. Many stressed the point that the program increased awareness of Chinese culture. They also mentioned that they liked the Chinese handicraft, stories, plays, and festivals. Two parents claimed that the program helped parent-child communication by giving parents and children more in common.

Question 7: What are some of the things you dislike about the Chinese cultural program?

About one-fifth of the parents indicated specific dislikes. The two most frequent complaints were that the duration of the Chinese class was too short and that the instructional material was too broad and difficult, especially for the young children. One parent expressed concern that the Chinese program was taking away time from learning English.

Question 8: Do you believe that the Chinese cultural program should be continued next year?

Response	Ogden		Orde		Total	
	No.	%	No.	%	No.	%
Definitely	44	81	73	65	117	70
Probably	1	2	16	14	17	10
Undecided	6	11	13	12	18	10
Probably not	1	2	4	4	5	2
Definitely not	1	2	-	-	1	-
No comment	1	2	7	6	8	4

The parents were much more definite about continuing the program than were their children. The Chinese-responding parents were especially positive and the parents at Ogden were somewhat more definite.

Question 9: If the Chinese cultural program is continued next year, what improvement would you want?

Forty per cent (40%) of the parents made some suggestions for program improvement. The majority of the suggestions were for more Chinese writing, conversation, and reading. A few parents mentioned that they would like to see more homework and longer periods. Others wrote that the program should teach about everyday life in China as well as moral culture and Chinese proverbs. A few emphasised the need for Chinese-Canadian inter-communication and the need for more information to the parents about the program.

SUMMARY OF RESULTS

Most students, parents and teachers agreed that the Chinese program was successful in making students more aware of Chinese culture. In general, parents (especially Chinese-responding parents) were the most positive toward the program. Students were generally satisfied with the program, but it was evident both in the questionnaires and the teachers' comments that a number of students, especially the older ones, were bored with much of what went on in the program. Teachers also seemed to be relatively satisfied with the program, although many were critical about the content and structure of the program as well as the teaching methodology used. Teachers at Ogden were more favourable toward the program and its continuation than those at Orde.

The results of the student questionnaire revealed little difference between the two schools. Most students found the class "interesting" or "a little interesting" and students of grades 4, 5, and 6 reported little trouble understanding the material. Most students liked hearing Chinese spoken in the class at least sometimes, and could usually understand it when it was used. Many students indicated an interest in joining a Chinese class next year in spite of the fact that they also said that there was very little carry-over from the Chinese class to outside the class. When asked for suggestions for improvement, most of the students requested more of the activities that were fun to do. Painting, paper folding and stories were the favourites. Some of the grade 6 children indicated an interest in learning more Chinese writing and speaking and expressed concern that the program be made less boring.

Parents were very favourable to all aspects of the Chinese program and were quite definite about wanting it to continue next year. Most offered no comments or suggestions for improvement but the most frequent suggestion that did appear was for more Chinese language instruction.

Although mentioned by only a few parents, the lack of communication to parents about the program is an important matter. Questions posed by parents on the questionnaires indicated some of the information parents would like to have. Some of the questions were:

What do other schools offer as culture programs?

Is the program a part of, or an addition to the regular curriculum?

Is the Chinese class substituting for another subject?

If there is no Chinese class, what would replace it?

Many teachers suggested inviting parents to observe the Chinese class and perhaps this would help interested parents become more informed about the program.

Although only 20 members of the teaching staff completed questionnaires, they provided a very comprehensive picture of their attitudes to the Chinese bi-cultural program. Generally, they liked the idea of having a cultural program, although two teachers felt that the program should not continue. Most of the teaching staff felt that the program was successful in making the children aware of Chinese culture, but less successful in helping them understand differences and similarities between Chinese and Canadian culture. The problem was attributed by some to the lack of teacher training and experience of the Chinese program teachers. This made it difficult for them to successfully relate Chinese culture material to corresponding

Canadian material. The suggestion was made to appoint a Chinese co-ordinator and to let the regular classroom teachers, in consultation with the co-ordinator, conduct the culture program within the context of the regular curriculum.

Some teachers were very concerned with the content of the program and the fact that it was not related to Canadian content. Many teachers also felt that it did not present a true picture of contemporary Chinese culture. As a result, the suggestion was made to put a greater emphasis on teaching about modern daily life in China and less emphasis on the old ideas and culture of long ago.

Concern was also expressed by the teachers that the primary children could not understand or were not interested in much of the material presented. A few mentioned that the teaching techniques used were the same for all age levels. This may partially explain the feelings of boredom with the program expressed by some of the older children.

One teacher was very concerned that the Chinese program was causing the Chinese children to become an "insular" group who regarded children who did not take part in the program as failures. It was also mentioned that the non-participants were rejected by the Chinese children both in the classroom and in the school yard. Non-participating children were not surveyed in this study, but their situation did not seem to be a widespread concern among most of the teachers.

It is difficult to assess a complex on-going phenomenon such as this program with simple survey techniques. But the serious input into the development of the questionnaires, the high level of co-operation in the schools, and the excellent response rates give us considerable confidence that these results accurately represent the perceptions of those involved in the program.

The program is evaluated differently by the students, teachers, and parents, and to some extent in each of the two schools. While a number of problems were identified, most people surveyed would like to see the program continued next year. If it is continued, the organizers will no doubt wish to take account of the many suggestions for improvement.

APPENDIX A

CHINESE-CANADIAN BI-CULTURAL PROGRAM

Student Questionnaire (1976)

Here are some questions about the Chinese class. This is not a test. There are no right or wrong answers. Just choose the answer which best describes your feelings.

School _____

Grade _____

MARK YOUR ANSWER WITH A TICK (✓)

1) How much do you think other students in your Chinese class like it?

quite a lot ___
a lot ___
a little ___
not at all ___

2) How much do you like your Chinese class?

quite a lot ___
a lot ___
a little ___
not at all ___

3) A number of different things are taught in your Chinese class. How interesting are these things to you?

very interesting ___
interesting ___
a little interesting ___
not interesting ___

4) How easy is it for you to understand the things taught in your Chinese class?

very easy ___
easy ___
a little easy ___
not easy ___

5) After the Chinese class is over, do other students from your Chinese class talk about the Chinese things they learn?

very often ___
often ___
sometimes ___
never ___

Student Questionnaire - Chinese-Canadian Bi-Cultural Program

6) Do you talk outside of class about the things you learn in your Chinese class?

very often ___
often ___
sometimes ___
never ___

7) How much did you like each of the following lessons in your Chinese class?

	Quite a Lot	A Lot	A Little	Not At All
Chinese Painting	___	___	___	___
Chinese Recreation	___	___	___	___
Chinese Costumes	___	___	___	___
Chinese Festivals	___	___	___	___
Chinese Handicraft	___	___	___	___

8) How much do you like to hear the Chinese language when it is spoken in the Chinese class?

quite a lot ___
a lot ___
a little ___
not at all ___

9) Do you understand the Chinese language when it is spoken in the Chinese class?

very often ___
often ___
sometimes ___
never ___

10) If there is a Chinese class next year, do you think the other students in your Chinese class would want to join it?

most would want to join ___
some would want to join ___
a few would want to join ___
none would want to join ___

Student Questionnaire - Chinese-Canadian Bi-Cultural Program

11) If there is a Chinese class next year, how much would you want to join it?

quite a lot ___
a lot ___
a little ___
not at all ___

12) What are some of the things you like best about Chinese class?

13) What do you think could be done to make the Chinese class better?

CHINESE-CANADIAN BI-CULTURAL PROGRAM

Teachers' Questionnaire (1976)

This brief questionnaire is part of an evaluation of the 1975-76 Chinese cultural program. Your cooperation in completing this questionnaire would be appreciated.

Position:

Principal _____ Teacher _____ Grade _____

Vice Principal _____ Chinese Program Teacher _____

Other Support _____

School: Orde _____ Ogden _____

CIRCLE THE NUMBER NEXT TO THE ANSWER YOU CHOOSE

1) How much do you think the Chinese culture class has helped students in that class to be aware of Chinese culture?

quite a lot 1
a lot 2
a little 3
very little 4
not at all 5

You may wish to share some of your reasons for your answer:

_____

_____

_____

2) How much do you think the Chinese culture class has helped students in that class to understand differences and/or similarities between Chinese and Canadian culture?

quite a lot 1
a lot 2
a little 3
very little 4
not at all 5

You may wish to share your thoughts about the question:

_____

_____

_____

Teachers' Questionnaire - Chinese-Canadian Bi-Cultural Program

3) Some of the topics in the Chinese class are listed below. How much did they help the students to become aware of Chinese culture?

	Quite a Lot	A Lot	A Little	Very Little	Not At All
Chinese Painting	___	___	___	___	___
Chinese Recreation	___	___	___	___	___
Chinese Costumes	___	___	___	___	___
Chinese Festivals	___	___	___	___	___
Chinese Handicraft	___	___	___	___	___

4) In your opinion, how appropriate were the methods of instruction used in the Chinese culture class?

very appropriate 1
appropriate 2
a little appropriate 3
inappropriate 4
can't say 5

5) In your opinion how appropriate was the content used in the Chinese culture class?

very appropriate 1
appropriate 2
a little appropriate 3
inappropriate 4
can't say 5

6) In your opinion, how satisfactory was class control in the Chinese culture class?

very satisfactory 1
satisfactory 2
a little satisfactory 3
unsatisfactory 4
can't say 5

Teachers' Questionnaire - Chinese-Canadian Bi-Cultural Program

7) Have those students who do not participate in the Chinese culture class been affected in any way by the program?

definitely affected 1
probably affected 2
undecided 3
probably not affected 4
definitely not affected 5

Please explain.

_____

_____

_____

_____

_____

_____

8) Do you believe the Chinese cultural program should be continued next year?

definitely 1
probably 2
undecided 3
probably not 4
definitely not 5

9) If the Chinese cultural program is continued next year, what improvements would you suggest?

_____

_____

_____

_____

_____

_____

_____

_____

_____

CHINESE-CANADIAN BI-CULTURAL PROGRAM

Parent Questionnaire (1976)

School: Orde _____ Ogden _____

This questionnaire concerns the Chinese cultural program. We would like your opinions about the program. You may answer in Chinese and/or English.

PLEASE CIRCLE THE NUMBER NEXT TO THE ANSWER YOU CHOOSE

1) How many of your children attend the Chinese class? _____

2) Has the Chinese cultural program helped your child (children) to be aware of Chinese culture?

quite a lot 1
a lot 2
a little 3
not at all 4
can't say 5

3) Has the Chinese cultural program helped your child (children) to understand the differences and/or similarities between Chinese and Canadian culture?

quite a lot 1
a lot 2
a little 3
not at all 4
can't say 5

4) Some of the topics in the Chinese class are listed below. How much did they help your child to become aware of Chinese culture?

	Quite A Lot	A Lot	A Little	Not At All	Can't Say
Chinese Painting	—	—	—	—	—
Chinese Recreation	—	—	—	—	—
Chinese Costumes	—	—	—	—	—
Chinese Festivals	—	—	—	—	—
Chinese Handicraft	—	—	—	—	—

5) How satisfied are you about the Chinese cultural program in your child's (children's) school?

very satisfied 1
satisfied 2
a little satisfied 3
unsatisfied 4
can't say 5

Parent Questionnaire - Chinese-Canadian Bi-Cultural Program

6) What are some of the things you like about the Chinese cultural program?

_____

_____

_____

_____

_____

_____

7) What are some of the things you dislike about the Chinese cultural program?

_____

_____

_____

_____

_____

_____

8) Do you believe that the Chinese cultural program should be continued next year?

definitely 1
probably 2
undecided 3
probably not 4
definitely not 5

9) If the Chinese cultural program is continued next year, what improvements would you want? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

中加文化語言班

家長問卷(一九七六年)

學校: 柯街小學_____ 柯頓小學_____

本問卷为中文班有用. 我们欲知閣下对中文班之意見. 閣下可以用中文或英文回答.

請圈畫閣下選擇之答案

1. 閣下有多少個子女參加中文班? _____

2. 中文班对貴子女增加中国文化观念有多少幫助?

極大幫助 _____ 1
很大幫助 _____ 2
一点幫助 _____ 3
沒有幫助 _____ 4
不大清楚 _____ 5

3. 中文班对貴子女明白中加文化之分別及/或類似地方有多少幫助?

極大幫助 _____ 1
很大幫助 _____ 2
一点幫助 _____ 3
沒有幫助 _____ 4
不大清楚 _____ 5

4. 下列是中文班某十一些专題. 請表示此等专題对貴子女認識中国文化有多大幫助

	極大幫助	很大幫助	一点幫助	沒有幫助	不大清楚
中国繪畫	_____	_____	_____	_____	_____
中国娛樂	_____	_____	_____	_____	_____
中国服飾	_____	_____	_____	_____	_____
中国節日	_____	_____	_____	_____	_____
中国手工藝	_____	_____	_____	_____	_____

5. 閣下对于本學校之中文班滿意嗎？

非常滿意 _____ 1
滿意 _____ 2
稍為滿意 _____ 3
不滿意 _____ 4
不能作答 _____ 5

6. 請略舉閣下欣賞中文班的地方

_____
_____
_____
_____

7. 請略舉閣下对中文班不滿意的地方

_____
_____
_____
_____

8. 閣下認為中文班明年應該繼續嗎？

絕对应該 _____ 1
或者应該 _____ 2
不能决定 _____ 3
或者不应該 _____ 4
絕不应該 _____ 5

9. 若中文班明年繼續舉行，閣下認為有甚麼地方应該改善？

_____
_____
_____
_____

APPENDIX B

STUDENT QUESTIONNAIRE -- DETAILED RESULTS

Question	OGDEN PUBLIC SCHOOL								ORDE PUBLIC SCHOOL								TOTAL	
	Gr. 4 (10)	%	Gr. 5 (20)	%	Gr. 6 (19)	%	Total No. (49)	%	Gr. 4 (11)	%	Gr. 5 (31)	%	Gr. 6 (27)	%	Total No. (69)	%	(118)	%
(1) How much do you think other students in your Chinese class like it?																		
quite a lot	2	20	1	5	4	21	7	14	2	18	6	19	6	22	14	20	21	18
a lot	-	-	-	-	4	21	4	8	6	54	4	12	5	19	15	22	19	16
a little	6	60	17	85	10	52	33	67	3	27	21	67	16	59	40	58	73	62
not at all	2	20	2	10	1	5	5	10	-	-	-	-	-	-	-	-	5	4
(2) How much do you like your Chinese class?																		
quite a lot	-	-	3	15	1	5	4	8	2	18	11	35	5	19	18	26	22	19
a lot	5	50	2	10	11	57	18	37	6	54	4	12	3	11	13	19	31	26
a little	3	30	13	65	5	26	21	43	2	18	16	51	17	63	35	51	56	47
not at all	2	20	2	10	2	10	6	12	1	9	-	-	1	4	2	3	8	7
no comment	-	-	-	-	-	-	-	-	-	-	-	-	1	4	1	1	1	1
(3) A number of different things are taught in your Chinese class. How interesting are these things to you?																		
very interesting	4	40	-	-	6	31	10	20	6	54	1	3	2	7	9	13	19	16
interesting	1	10	8	40	7	36	16	33	4	36	18	58	10	37	32	46	48	41
a little interesting	4	40	10	50	6	31	20	41	1	9	12	38	12	44	25	36	45	38
not interesting	1	10	2	10	-	-	3	6	-	-	-	-	3	11	3	4	6	5
(4) How easy is it for you to understand the things taught in your Chinese class?																		
very easy	3	30	4	20	2	10	9	18	3	27	8	25	3	11	14	20	23	19
easy	1	10	7	35	10	52	18	37	6	54	11	35	16	59	33	48	51	43
a little easy	3	30	6	30	7	36	16	33	2	18	11	35	6	22	19	28	35	30
not easy	3	30	3	15	-	-	6	12	-	-	1	3	2	7	3	4	9	8
(5) After the Chinese class is over, do other students from your Chinese class talk about the Chinese things they learn?																		
very often	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
often	1	10	-	-	2	10	3	6	-	-	2	6	-	-	2	3	5	4
sometimes	4	40	16	80	12	63	32	65	8	72	23	74	19	70	50	72	82	69
never	5	50	4	20	5	26	14	29	3	27	6	19	8	30	17	25	31	26
(6) Do you talk outside of class about the things you learn in your Chinese class?																		
very often	-	-	-	-	1	5	1	2	2	18	1	3	-	-	3	4	4	3
often	1	10	-	-	3	15	4	8	1	9	1	3	1	4	3	4	7	6
sometimes	3	30	13	65	10	52	26	53	5	45	26	83	7	26	38	55	64	54
never	6	60	7	35	5	26	18	37	3	27	3	9	19	70	25	36	43	36

...continued

STUDENT QUESTIONNAIRE -- DETAILED RESULTS
(Page Two)

Question	OGDEN PUBLIC SCHOOL								ORDE PUBLIC SCHOOL								TOTAL	
	Gr. 4		Gr. 5		Gr. 6		Total No.		Gr. 4		Gr. 5		Gr. 6		Total No.			
	(10)	%	(20)	%	(19)	%	(49)	%	(11)	%	(31)	%	(27)	%	(69)	%	(118)	%
(8) How much do you like to hear the Chinese language when it is spoken in the Chinese class?																		
quite a lot	-	-	2	10	2	10	4	8	-	-	1	3	1	4	2	3	6	5
a lot	2	20	6	30	2	26	13	27	6	54	5	16	3	11	14	20	27	23
a little	5	50	8	40	10	48	23	45	4	36	21	67	15	56	40	59	63	53
not at all	3	30	4	20	2	10	9	18	-	-	4	12	8	30	12	17	21	18
no comment	-	-	-	-	-	-	-	-	1	9	-	-	-	-	1	1	1	1
(9) Do you understand the Chinese language when it is spoken in the Chinese class?																		
very often	3	30	5	25	5	26	13	27	5	45	7	22	8	30	20	29	33	28
often	2	20	4	20	5	26	11	22	-	-	10	32	11	41	21	30	32	27
sometimes	4	40	9	45	7	36	20	41	4	36	10	32	6	22	20	29	40	34
never	1	10	2	10	2	10	5	10	2	18	3	9	2	7	7	10	12	10
no comment	-	-	-	-	-	-	-	-	-	-	1	3	-	-	1	1	1	1
(10) If there is a Chinese class next year, do you think the other students in your Chinese class would want to join it?																		
most would	2	20	2	10	5	26	9	18	6	54	13	41	7	26	26	38	35	30
some would	2	20	10	50	8	42	20	41	4	36	13	41	8	30	25	36	45	38
a few would	4	40	3	15	6	31	13	27	1	9	2	6	11	41	14	20	27	23
none	2	20	5	25	-	-	7	14	-	-	5	9	4	4	4	6	11	9
(11) If there is a Chinese class next year, how much would you want to join it?																		
quite a lot	1	10	-	-	5	26	6	12	4	36	7	22	6	22	17	25	23	19
a lot	2	20	1	5	9	47	12	24	4	36	12	38	4	15	20	29	32	27
a little	5	50	12	60	4	21	21	43	3	27	9	29	12	44	24	35	45	38
not at all	2	20	7	35	1	5	10	20	-	-	3	9	5	19	8	12	18	15